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ABSTRACT

The contents of this booklet are based on submissions for presentations accepted for inclusion in the Sixteenth Annual Convention of the Association of Black Psychologists. The approximately 75 abstracts are ordered alphabetically by the last name of the first presenter or organizer of each paper/session. Abstracts are included both for sessions that were held at the convention and those that were cancelled by the presenters after acceptance of their presentations. (GC)

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ABSTRACTS

THE SIXTEENTH ANNUAL CONVENTION OF THE ASSOCIATION OF BLACK PSYCHOLOGISTS

AUGUST 9-14, 1983

WASHINGTON, D.C.

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CG023207

Introduction

The contents of this booklet are based on submissions for presentations accepted for inclusion in the Sixteenth Annual Convention of the Association of Black Psychologists held from August 9-14, 1983 in Washington, D.C. at the Capital Hilton Hotel. In editing the abstracts, I have tried to retain the same intent expressed by the original authors and accept full responsibility for any instances where I failed to do so.

How to find a particular abstract/session -

The abstracts are ordered alphabetically by the last name of the first presenter or organizer listed for each session. Abstracts are included on all sessions for which they were submitted, and retained in this booklet even if the session was cancelled by the presenter(s) after acceptance. I encourage you to write the authors for more complete information on their presentations. Addresses are included for your convenience.

Acknowledgements -

I was delighted with the quantity and quality of submissions for this year's convention. The authors of those submissions made this booklet possible. The possible became probable when the Defense Systems Management College provided the time for me to edit the abstracts. The probable became actual when Ms. Liz De Paulo and Ms. Jay Jackson converted my edited, cut and pasted, marked-up material to the beautiful product you now hold. ASANTE!

Robert

Robert Hayles

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Anderson, James A.

An Attitudinal Profile of the Contemporary Black Male Homosexual in America

The topic of male homosexuality has been examined increasingly during the past decade. A significant and recurrent finding is that the "image" of homosexuals has become consistently more positive as "gays" acquired social and political power. From an Anglo-European perspective, "gayness" has become portrayed as a normal healthy sexual preference when applied to white males. The Black male homosexual has neither been included in nor benefitted from this research scrutiny. There is a paucity of literature which might render an objective profile of him. As a result, he is often viewed as some type of aberration described as a combination of a distorted Black male and an incomplete homosexual. In an attempt to begin to fill the informational void concerning an overlooked segment of the Black population, a 48-question survey was presented to 180 avowed Black male homosexuals. Subjects approximate age range was 20-50 years old, and they reflected a broad social/economic spectrum. Subjects were interviewed individually with an instrument constructed by the present researchers. It attempted to isolate several categorical attitudes such as the homosexual's attitude toward his Blackness, toward Black women, toward interracial homosexual relations, and toward society. Other areas examined included his social/political perception of himself and the nature of his sexual relationships. Results will be reported during the session.

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Battering as a Manifestation of the Dysfunctional Family System

In a marriage or other intimate relationship, feelings of isolation or disconnectedness often break the bonds of mutual affection and cause individuals to feel alientated, and violence against the self and others is common among alienated individuals. The definition that violence gives the batterer is essential for his or her identity, power, recognition, and acknowledgement of existence. In many ways, the alienated person feels isolated, hopeless, helpless, and is likely to strike out in violent ways to those who are closest (usually the spouse, child, or partner). Such violence sometimes temporarily relieves the stress produced by the above feelings.

Specific topics to be discussed include:

personality characteristics of battering partners;

the role of alienation in a battering relationship;

functions battering serves;

treatment approaches;

counseling with people of color;

overcoming traditional responses to the counseling setting;

the importance of networking; and

how to recruit people of color into the counseling setting.

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Introspection in Academe: The African Connection

Regardless of speciality, Black psychologists in institutions of higher education are able to contribute to the well-being of themselves, their students, and Black people in general, through self-analysis of their own behaviors in relationship to African Psychology. Without such analysis, these psychologists cannot be sure that their behaviors are consistent with the African heritage of Black people. Such consistency is very important for psychological development among Afro-Americans. Nor can there be certainty that Black students who interact with Black psychologists in academe are not being taught—either directly or indirectly—mental or physical behaviors harmful to the students and those with whom they interact and will interact with in the future.

Questions which the Black psychologist in academe must ask of himself or herself in order to evaluate his or her behaviors in relationship to African Psychology are many. Included would be:

1. Do I use materials which stress the importance of group identity and of group cooperation for survival, in line with primacy of the group in Black Africa?

2. Do I teach that self-actualization for Blacks means accepting Black leaders who have been entrusted by Blacks to speak on behalf of Blacks, in line with the African practice of regarding acceptable spokesmen as the conscience of the people?

3. Do I concern myself with development of affective as well as cognitive behaviors on the part of my students? Do I by personal example and teaching demonstrate that both types of behaviors are important and that circumstances should indicate which is more important in particular situations, in line with the African tradition of unity, rather than dichotomization, of an individual?

Similar relevant questions relate to: (a) type and extent of guidance; (b) manipulation of the academic environment for the well-being of Blacks; (c) approaches to helping students in special need of help; (d) development of a sense of care among students for Black people in general; (e) recognition and appreciation among Black students of the strengths of Black people and of Black culture; (f) encouragement of students to act, rather than react, upon societal systems unresponsive to the needs of Blacks or oppressive to Blacks; (g) analysis of theories and research about Blacks prevalent in academia; and (h) training Black students in analytic and empirical skills related to program development important for the optimal progress of Black Americans.

The presentation delineates behaviors typical of academic psychologists, describes how behaviors of Black academic psychologists vary from those typically expected, and categorizes the behaviors of Black psychologists in relationship to African Psychology. The emphasis is on the importance of the Black academic psychologist knowing before acting how possible actions could harm Black people when African Psycholoy is ignored.

On the positive side, emphasis is on how using African Psychology as a guide for action is conducive to the promotion of positive well-being among Blacks.

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G oup Counseling Interventions for Increasing the Level of Self-Esteem of Afro-Americans

This workshop shares information about a series of small group sessions designed to increase the level of self-esteem of Black college students at predominantly white institutions.

The presentation will include: (1) a brief review of the literature regarding factors influencing the level of self-esteem of Afro-Americans and addressing whether there is a difference in the level of self-esteem of Afro-Americans in comparison to white Americans; (2) a detailed description of the activities utilized in the groups; and (3) the results of research findings on the effectiveness of these interventions for those participating in the groups in comparison to those in control groups.

The role of the group facilitator, the structure of the groups, topics discussed, written and recorded materials used, and the instruments used to evaluate the level of self-esteem of the group members will also be shared. Implications for the use of these interventions with other groups of Afro-Americans, in addition to the population for which they were developed, will be discussed. Workshop participants will be encouraged to share their reactions and suggestions with the group.

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Mentacide, Misorientation, and the Destruction of Black Consciousness via Popular Culture: Towards a Learning Theory Analysis

This presentation addresses itself to the skillful and deadly utilization of learning theory principles in the annihilation of Black consciousness which is currently taking place in the popular culture (TV, radio, movies, magazines, etc.). ABPsi is charged with the defense, resurrection, and restoration of the African mind. This presentation is concerned with defense of the African mind from white supremacy forces: specifically what ABPsi can and must do in the area of popular culture.

When and to whatever degree Black consciousness is depleted in any of its three constituents (awareness, identity, preference), psychological misorientation is produced to the same degree. Further, when misorientation is a resultant of systematic and deliberate attempts to destroy the African's mind, in preparation for his/her genocide, the compounding condition of mentacide is operating. Therefore, this presentation will discuss how popular culture is being used as a weapon to produce mentacide-induced misorientation in Blacks and thereby destroying Black consciousness. This is truly silent violence and warfare perpetrated on the African-American community. It demands a substantial response from ABPsi. This response must be based on psychological analysis and contain a counteroffensive measure(s).

Concerning analysis, principles of learning theory (classical conditioning, modeling, and reinforcement) are identifiable as being used systematically in the attack on Black consciousness. Moreover, they are being used in increasingly sophisticated manners. For example, Ray Parker, Jr. can be seen in a record promotion commercial (screened and/or designed by white psychologists?) singing to a room of seven or more women and "charming" them. One woman is white and he kisses her hand. The black women receive no such special treatment. Ray Parker has already undergone classical conditioning and represents a conditioned stimulus which can influence the responses of a large segment of the Black population. In the commercial we have this "positive" model express extraordinary interest in and show what is tantamount to deification of a white female. Thus, classical conditioning and modeling combine in an attack on Black consciousness.

The presentation will describe several events like this one in various areas of popular culture (e.g., Earth, Wind & Fire, Hill Street Blues) and give a learning theory analysis. The audience will be invited to contribute to the analyses. We will attempt to generate a general learning theory model to explain the attack on Black consciousness. It will also be pointed out that TV shows which do not fit the "attack" model are cancelled quickly.

Concerning the counteroffensive, ABPsi must put itself in position to screen the popular culture, and warn the African community about attacks in progress and forthcoming. Strategies will be discussed.

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Theological Misorientation as an African Personality Disorder

Since its contemporary inception, Black psychology has undergone conceptual growth. The area of Black and white personality theory has been noteworthy in this regard. At the 15th ABPsi convention much of this theoretical development culminated in a think tank on African Psychology Constructs and the presentation of an African-centered nosology of Black personality disorders (in relationship to a state of personality order).

It was noted in the latter presentation that the nosology possessed the capacity to systematically incorporate major disorders and diagnostic systems extant as well as yet to be developed. This proposal, then, has a twofold purpose: (a) to elucidate the nature of the personality disorder called theological misorientation and its implications, and thereby (b) demonstrate the aforementioned systematizing capability of the nosology. The nosology itself will also be reviewed.

Theological misorientation is the first addendum to the nosology. Defined as the belief in, allegiance to, or practice of a theology or any aspect thereof which is incongruous with (a) Afrocentricity, (b) African history, and (c) traditional African cosmology, theological misorientation is a pervasive disorder afflicting Africans worldwide.

Incongruousness of the African's religious practice in one or more of the three areas just cited represents the parameters of theological misorientation. Each will be discussed in detail. Briefly, concerning Afrocentricity, theology originated and flowered with the African who now takes theological direction from Europeans or Arabs. The problem is that white- and Arab-supremacy is operating here under the guise of theology. Consequently, mentacide compounds the psychological misorientation produced in theology dominated by European and/or Arab forces.

Concerning African history, any religious doctrine, dogma, or practice which negates, disparages, and overlooks its Black historicity produces misorientation in its African adherents (usually compounded by mentacide). Two examples are: (1) depicting Angels, the historical Jesus and other Black figures as non-Black, and (2) promoting white Mary and Jesus and the Hail Mary prayer rather than the original African Isis and Horus and the Hail Isis prayer.

Concerning African cosmology, two examples are: (1) that the human's basic nature is evil, and (2) that African racial characteristics are the resultant of Divine curses. Several additional notions of modern-day theology which are incongruous with African cosmology will be discussed.

A subcategory of theological misorientation is Jonestown Syndrome. It operates from the cognitive representation of the Divine as a white male (or Arab). Therefore, many Blacks relate to the Divine through a non-Black medium intrapsychically and/or in the personage of a religious figure (Pope, Imam, Priest, Minister, etc.).

This presentation addresses some of the impact and applicability inherent in African psychology. Introspection is promoted as the African psychologist examines: (1) his/her nosology based on his/her cosmology; (2) its usability in his/her theory and practice; and, moreover, (3) its potential for effecting the mental liberation (a prerequisite for political liberation) of African people; and, finally, (4) the devastating, pervasive theological misorientation personality disorder and its subcategory, the Jonestown Syndrome.

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Researching Strengths in Black Families

This presentation will report on a research project designed to assess the coping strategies of a group of strong and stable Black families in the Washington, D.C. area. Instead of relying completely on the literature to provide definitions of strength and stability, community groups were asked to nominate families they believed exemplified those characteristics. The study as a whole provides data from the literature, the larger Black community, the participating families (husband-wife and single mother), and the interviewers on conceptions of strength and stability, psychological characteristics of respondents, racial identity, coping mechanisms, problems experienced, perceptions of spouse and children, and family harmony, among other factors. The data are useful for program needs and theoretical and research development activities.

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Problems and Strategies in Conducting Positive Research (Panel)

Black social scientists are constantly faced with the need to conduct research that is meaningful and useful to the Black community at large and to the development of a system of knowledge about Black behavior in particular. In light of critical reviews of the serious ideological, methodological, and interpretational flaws abounding in the predominate research literature on Blacks, many Black researchers — in their quest to avert the pitfalls of traditional training and paradigms — are stymied into underproductivity by their heightened awareness. In addition they must also reckon with economic and systemic constraints on their research activities.

The purpose of this panel will be to explore the issues precipitated by this dilemma and to suggest ways to handle them. Specific issues to be addressed are: adopting a philosophical view, defining the research focus, tackling methodological problems, and gaining support. Examples of funded research will be used as case illustrations. These examples include government and church funded projects that investigate the helping behavior of Black males, stability in Black families, achievement in Black adults where failure was indicated, and informal networks in Black communities.

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Attributional Styles, Self-Esteem and Academic Performance Among Black High School and College Students

Studies have indicated that the type of causal attributions made regarding successful and unsuccessful life events are related to a number of variables including depression, self-esteem and performance. For example, high self-esteem individuals tend to internalize their success outcomes and externalize their failure outcomes more than low self-esteem subjects. This study was an exploratory one designed to investigate the relationships between attributional styles, academic performance and self-esteem in Black high school and college students. The results indicated that there was a negative relationship between internality of negative events and self-esteem for high school and college students. Low self-esteem individuals were more likely to internalize their failures. There was also a negative relationship between stability attributions and academic performance. Both high school and college students who attributed permanent causes to negative events tended to have lower grade point averages. The implications of the findings are discussed with respect to improving academic achievement in this population.

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An Examination of the Cultural Specific Hypothesis in the Utilization of Projective Tests

The application of theory to practice has served as a catalyst for African-American psychologists to provide pro-active models and services to members of African-American communities. Researchers must take the initiative to address treatment models and policy which confront African-Americans with non-progressive psychological theories. Traditional theories make the assumption that the values and social make-up of Euro-Americans will be the norm, regardless of one's cultural group.

The purpose of this study will be to generate additional data and further explore the utility of the cultural specific hypothesis in the analysis of projective tests. The theoretical framework of cultural specific testing is based on the Afrocentricity which articulates the notion that African-American life styles should be examined and understood in terms of their own historical, cultural, and social realities, and not in terms of the Euro-American experience (Williams, 1981). Assuming that the projective stimuli evoke different responses across different social groups, for demonstrational purposes, Black and white college students will be administered the Themes Concerning Blacks Test (Williams) and the Theatre Appreciation Test (Murry, 1935). This study will not make diagnostic references, nor will it make social comparisons. However, comparisons relevant to the cultural specific hypothesis and the effect of the projective stimulus will be presented.

This study will extend and investigate the sensitivity of the T.C.B. test in evoking social stereotypes. The rationale for using a white sample is to test the theory of cultural match-mismatch. Additionally, this study will seek evidence to support the utility of the T.C.B. as both a research and an assessment instrument.

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Psycho-Spiritual and Energetic Approaches To the Management of Rage and Pain in Black Client Populations

Traditional psychology has not adequately conceptualized the experience of oppressed people and the role of that oppression in the creation and management of various emotional states. Rage and the pain accompanying it is an integral part of the experience of being an oppressed minority. Since the reactions of the victims of racism have often been interpreted as neurotic defenses by white professionals, it is the responsibility of Black clinicians and theoreticians to re-define such reactive behavior in the context in which it occurs, namely racism. It is also our responsibility to develop new tools to help the victims of racism and oppression to work through both their functional and dysfunctional defenses in order to minimize self-destructive behavior and to develop healthy, non-destructive coping strategies.

Anger, depression, hostile acts of violence, revenge and rageful expressions have long been acted out in Black-on-Black acts of destruction and self-destruction. These acts result from an absence of social skills, moral and ethical values and standards, spiritual bankruptcy and/or blatant self-hatred. They occur in a culture that engages in daily physical and psychological assaults on Afro-Americans and other minorities, practices willful injustices, distorts truth and history to justify its actions, and then violently punishes any acts against it.

Black men, in particular, but the Black community, in general, find themselves harboring a great deal of rage and pain from trying to cope with such inconsistencies. The Afro-American experience is an emotional and sensitive one. Such wounds to the inner structure must be healed or they will fester and become sores within the psyche of the Black community.

This workshop provides a conceptual basis for understanding anger and the pain underneath it. It offers an Afrocentric conceptualization that sees anger in terms of the total person, spirit, mind, and body. It recognizes that anger and the hostile destructive impulses that often accompany it originate in the realm of spirit, and we will examine the energetic concepts that describe emotions as energy which can be both transformed and released using the higher self, the mind, and the body together. The workshop demonstrates the use of bio-energetic, polarity, and accupressure techniques to both enable a client to recognize how rage stores itself in the body, how to release it non-destructively, and ways to work with the emotional pain that exists below it. It will also focus on some of counter-transferential dynamics which clinicians face.

This workshop recognizes that Black practitioners are rarely trained to work "affectively" with angry Black clients or to handle the counter-transference encountered in such work. However, since powerlessness, hopelessness, and despair accompany the

experience of oppresssion, and stimulate some of the painful reactions to it, Black clinicians must develop an approach to treatment that addresses the whole person, and can be used outside the traditional clinical setting. An Afrocentric approach recognizes that we are not just healing individuals but the entire Black community. Our tools, therefore, must fit the task.

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Bridges-Oliver, Linda

Rhythm - An Ancestral Teaching Tool

In this workshop we will utilize rhythms as seen in nature, but manifested through dance, art, touch, psychosynthesis, music, silence, self assessment tools and discussion. We will then transfer this information to the learning experience of the child, in the home and in the school. Participants are encouraged to wear comfortable loose clothing and to be prepared for a transforming, enjoyable experience. The goals of the workshop are to: identify the greater Self, utilize Self as a teacher/guide, balance right and left brain activity (intuitive and linear), explore developmental learning processes using rhythm as the base of support, and to transfer information to the community at large.

Rhythm is defined as movement or fluctuation marked by the regular recurrence or natural flow of related elements. Rhythmic activity is found in all things natural and even in most things man-made. Activity, change and process are reflected in our cells, bodies, world, and universe. Rhythm is the most constant element of life, yet is very often overlooked. Biological and behavioral responses of humankind is a result of rhythmic activity within the environment and within the body. Seasonal changes, earth rotations, menstrual cycles, and sound waves are all rhythmic activities. Night follows day, tides ebb and flow, and man sleeps and awakes. Ancient African culture was exceedingly involved in natural cycles, such as life and death, menstrual periods, and cycles of the sun and moon. These latter cycles resulted in identifying periods of time. Since rhythm so directly relates to the African mind, our ancestors employed rhythm as an instrumental and effective tool in the education of youth and community. Our ancestors advocated the philosophy that if you are in tune with nature, you are in tune with your experience and your experiences are mere representations of the degree to which you are attuned to yourself and your community.

Fanon said...."the combination of ones motor and mental behavioral patterns arise from ones encounter with nature and his fellow man."

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Neuropsychological Studies of Patients with Cerebrovascular Disorders

After heart disease and cancer, cerebrovascular disease or stroke represents the major cause of death in this country. In the Black community, stroke poses a particularly serious health problem, as epidemiologic studies indicate that the mortality and morbidity rate are significantly greater among Black people than among whites. Usually perceived as a condition that affects the elderly, these studies demonstrate that Blacks suffer stroke at a younger average age (below 55), particularly Black males, than do their white counterparts. In short, a large number of Blacks have strokes during their most productive years.

Defects in higher cortical functions are among the more serious sequelae of stroke, delaying and often gravely compromising attempts at rehabilitation. Such elements in the clinical picture may be less immediately obvious than the hemiplegia or physical handicap, yet often prove to be the factors which are truly responsible for failure to regain independence. It seems important, therefore, that the assessment of higher cortical functions should be an integral part of the data base for managing and treating cerebrovascular disturbance.

Neuropsychological studies of patients with stroke report diverse and sometimes contradictory findings concerning the effects of lateralized cerebrovascular disturbances in higher cortical functions. In large part, these discrepant findings reflect the common practice of assigning heterogeneous stroke populations to groups differentiated according to the side of the lesion. When the pathophysiologic and demographic factors known to influence the neuropsychological sequelae of stroke are controlled, findings of lateralized differences in neuropsychologic test performances are most consistent.

The present report focuses on the relationship between the pathophysiologic dimensions of stroke and neuropsychological test performances. It is part of a more comprehensive study designed nosologic categories of brain-injured Black patients.

This ongoing investigation includes male and female participants with unilateral (left;right) cerebrovascular disorders (transient ischemic attack; ischemic infarct). While data collection continues, preliminary results demonstrate systematic differences in neuropsychological performances, as a function of the type of cerebrovascular disorder, the side of the lesion, the status of somatosensory and manual motor functions and the age of the patient. Interpretations of these findings will proceed from an analytic framework that takes cultural and ethnic factors into consideration.

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Black on Black Conflict:
A Solution from a Different Perspective

In an attempt to find a resolution to the conflict among Blacks, this paper will focus on three aspects of the problem. First, it will examine several of the notions which are alleged to unify Black people (e.g., the pronouncements of some great leader(s): commonality of experiences with racism, pigmentation, hair texture, various social-economic-political philosophy). Second, it will discuss recent research that describes how blacks currently feel about themselves. Thirdly, in the context of Bowen's system theory, it will suggest that the absence of differentiation and absolutistic emphasis on sameness may serve to create even higher levels of conflict among Blacks.

Finally, it offers suggestions indicating that any resolution to the Black on Black conflict will of necessity involve the following: (a) an appreciation of one's own self-worth, (b) development of clear-cut differentiated patterns of interacting with each other, (c) resisting the strong appeal of the messiah complex, and (d) the development of coalition politics with each other and other types of people.

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Burlew, A. Kathleen
Bowman, Phillip
McGee, W.

The Transition from High School to Work or to Higher Education for Black Youth: Research and Policy Implications

Training young people to serve useful professional roles continues to be a critical social problem. Certain groups, especially Blacks and other low-income individuals, find themselves continually at a disadvantage in obtaining the training to enter certain professions. In the last decade, several training efforts have been undertaken to enhance the transition from high school to work or to higher education for Black youth. At the same time, several research projects have been undertaken that provide information on the needs that ought to be considered in such training efforts. The purpose of this panel discussion is to provide information on the policy implications suggested by research we have ongoing in this transition.

Kathy Burlew has completed four research projects on selecting, placing, and training youth and young adults in employment settings. Two of the projects involve public service positions while the other two involve private service positions. Basically, all four research projects have addressed the same two questions — (1) Do participants gain some advantage from such programs to enable them to obtain unsubsidized employment? (2) Are there certain characteristics that individuals bring to the experience that facilitate their benefits from such a program?

Philip Bowman has been involved for several years in a national study of Black Americans undertaken by the Institute of Social Research. This project has included two data collection periods. Hence, a study of the participants over time is possible. The high school students who were a part of the initial study had graduated by the second data collection. Hence, the study includes a longitudinal analysis of the skills, experiences, and characteristics that turned out to be predictors of a successful transition into postsecondary education or stable employment. The research also includes an investigation of the coping resources and the role strain Black males encounter as they attempt to secure training or stable employment.

Dr. McGee is Director of Research for the National Urban League. In that role, he is particularly knowledgeable about social policy decisions that are being suggested nationally to impact this transitional period for Black youth. Hence, his role as a member of the panel will be to comment on the appropriateness of certain social policy proposals given the research presented by Drs. Bowman and Burlew.

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Byrd, Cameron Wells

The Creative Dream: Its Applicability For Therapy With Black Clients In Particular And The Black Community In General

This workshop will deal with the concept of the Creative Dream as an organizing principle in the life of an individual. It will address how the Creative Dream has the power to help bring us to health, wholeness, psychological and spiritual actualization and maturity. Like the unconscious, the Dream works silently within us and pursues us through the phases of our lives. In exploring the concept of the Creative Dream, the presenter will share how the Dream has operated in his own life and in the life of his clients. Participants will be given the opportunity to reflect upon this concept to assess both how it addresses them personally, and its usefulness in their practices.

The presenter describes himself as a Doctor of Ministry, pastor, therapist, pastoral counselor, and clinical teacher and supervisor. He has been molded and taught by the Creative Dream.

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Campbell, Alfonso L.
Knuckle, Essie
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Delivery of Neuropsychological Services to Black Populations: Issues and Answers

The 1970's witnessed the emergence of clinical neuropsychology as a new subspeciality in the field of psychology. Having rekindled interests in the higher cortical functions of man, research in this new field has also generated an impressive body of empirical and theoretical knowledge. But, unlike clinical psychology, where Black psychologists have introduced a research and therapeutic approach that emanates from the lives and experiences of Black people, clinical neuropsychology is without a Black perspective. Devoid of significant input from Blacks in the field - less than 1 percent of all (approximately 1,500) clinical neuropsychologists are Black - it is understandable why a Black perspective had not been formulated. In response to the recognized need for such a theoretical orientation in the field of clinical neuropsychology, this symposium is being organized. The topics to be discussed include the following:

1. Validation Research

There is a rather robust neuropsychological literature which suggests that culture and ethnicity serve as important determinants of performance on tests of higher brain functions. Still, clinicians ignore these moderator variables in their own work. In the overwhelming majority of studies designed to examine the validity of neuropsychological assessment procedures, Blacks are not included. In those few studies which included Blacks, the number is too small to permit meaningful analysis of test performances. We conclude, after thoroughly examining the empirical literature, that the validity of current neuropsychological procedures with Black populations is questionable. Panelists will discuss the ratifications of this issue, and outline strategies for conducting validation research with brain-injured Black populations.

2. Development of Alternative Conceptual and Analytical Frameworks

At issue too are the distorted, deficit-oriented views that clinical neuropsychologists present of Black populations, when they ignore the cultural determinants of neuropsychological test performances. Our session will challenge these deficit-oriented interpretations and offer culturally more sensitive explanations.

3. Development of Culture-Specific Assessment Procedures

While we recognize the need to validate neuropsychological tests with brain-injured Black populations, the ultimate solution to the problem of providing high-quality neuropsychological services to Black populations may entail the development of assessment procedures that are both sensitive to the Black cultural experience and brain-behavior functions. Our panel will discuss the feasibility and viability of this proposal.

4. Ph.D. Program Focusing on Service Delivery to Black Populations

Finally, panelists will evaluate a model of a Ph.D. training program in clinical neuropsychology designed to enhance the service delivery capacities and research skills of its students with Black populations.

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Campbell-Wray, Audrey E.

Self-Concept and God-Concept:
A Psychotheological Exploration

This workshop will explore the relationship between self-concept and God-concept as affected by the empathic therapeutic approach of Self-Psychology. We will explore the interface between self-pathology and an individual's use of religion. Do the self-concept and God-concept develop and falter simultaneously? What would be the effects and implications of an empathic healing experience which enables the self-concept and God-concept to become more cohesive and positive? This workshop will explore the theoretical and clinically practical aspects of the development of a cohesive core self, self-concept, God-concept, and use of religion. Some relevant aspects of the American culture at large and the African-American culture in particular will be explored.

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Jarrar, Lamis
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The Effects of Cognitive Therapy in the Treatment of Depression, Stress, and Substance Abuse (Panel)

There is a rising interest in the phenomena of depression, stress, and substance abuse and an increasing number of studies are being done to determine etiology, manifestations and successful treatment approaches. However, in spite of numerous theoretical and empirical findings, studies are still unreplicated, unsynthesized and not generalizable to diverse groups of people.

In studying emotional disorders, particularly depression, there is a need to understand the impact of societal values on the minds and emotions of all members of that society. Members of minority groups, who by definition are peripheral to mainstream societal activities, tend to be affected by the dynamics of that society differently than non-minority group members. Blacks are seeking survival in a society predicated on economic, racial and political hierarchies. Depression seems to have a higher incidence among persons who live under restrictive and constrictive conditions. The link between environmental circumstances and depression seems to be strongly established in psychosocial literature.

Mental health professionals have focused attention on the insidious and debilitating effects of racism on Blacks in America, particularly Black women. They contend that racism and discrimination have mixed effects on the way children view themselves, warp the educational system, degrade Black women, and have proven emotionally debilitating to whites. The power motive as it relates to racism finds that those possessed of power "need" to subjugate those who are powerless. In studying the relationships among sex, race, and admission to outpatient psychiatric facilities, it becomes apparent that adult white men have lower admission rates at all ages than do white women, non-white women, and non-white men. Non-white women had the highest admission rates than did any other group.

Contemporary theories of depression, especially cognitive theories and social learning theories, seem to capture the Black woman's dilemma more cogently than the more traditional theories of depression. Cognitive theories of depression view "incorrect thinking" as the aggravate in depression. Thoughts are unreasonable and serve no useful purpose at the time, yet the severity of the depression is determined by the individual's allowing herself to sink into the grip of these thoughts, feeling that they can no longer be controlled. As control is relinquished, there is an overwhelming feeling that everything is hopeless. Thoughts of a depressing person are typically self defeating. "I am a loser; nobody cares about me, no matter what I do; nobody appreciates me."

In studying clinically depressed Black women, a common threat of early psychological losses resulting in physical and/or psychological separation from one or both parents during the developing years is frequently found. Issues around loss and feelings of

helplessness and hopelessness in overcoming loss are recurring themes in theoretical and empirical literature on depression. Furthermore, the sense of helplessness has been preconditioned by historical experiences of deprivation.

Cognitive therapy techniques, particularly in working with depressed Black women, have been more successful than traditional approaches in helping these women restore their sense of esteem and worthiness.

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Chapman, Audrey B.

Explanatory View of Afro-American Male-Female Relationships of the 1980's

"The length of your Blackness is what loses one in it and makes me wonder if I'll ever reach the end of you. That's what you've come to mean."

From Love poems by Imamu Halisi

The purpose of this session is to expose participants to a variety of activities that will further reinforce, sensitize and develop interpersonal skills which are valuable in intimate relationships. Special emphasis will be placed on the emotional aspects of relating, with minimal discussion of the sexual aspects. Sexuality will only be addressed as it applies to the new sexual revolution; influencing dating patterns on a physical level versus on an emotional level; how love is becoming a secondary element; and sexual activities, the momentary gain. This session will provide participants with insight, a sense of redirection through redefinition of the love bonds, and the ability to affirm existing positive strengths.

In today's social world of dating and relating, there appears to be stresses associated with the current "sexual revolution" which often promotes conditions such as role confusion, various sexual expectations, frustration caused by lack of trust, and vulnerability around commitment issues. These conditions cause grave backlashes for Black folks.

Some scholars have addressed their concerns about the future of our relationships. Toffler (1970) in Future Shock suggests the technological reduction as the catalyst in promoting independent relationships. We have developed a "throw away" society of people who are growing accustomed to transient bonds. Toffler also noted that individuals in the 1980's will spend a lot of energy avoiding the experience of commitment. The current trend is toward ad hoc-ery, ventalism, transcience and novelty. As a result, many young peole and some not so young are engaged in a lifestyle that puts them in touch with a fairly large coterie of friends whom they call upon for a variety of experiences, depending on the need at the moment. There are more singles remaining unattached for longer periods now than ever before. Toffler (1970) views technology as the major force behind the accelerative thrust in social change. He suggests that we now have so many choices of goods and services that we are unable to make commitments. This theory suggests that when you develop the lifestyle of indecision externally, it also affects the internal process as well. An additional force in a technological age is the transcience of the people. Transcience leads to new "temporariness" relationships which promote uncertainty to make commitments. Thus, we develop what Toffler labels modular relationships. These are time limited, service oriented "free" relationships, bonded only for the satisfaction of our immediate need.

Lasch (1979), in the Culture of Narcissim, notes that the sociopsychology of the sex war is built upon "flight from feelings." And that there is not a way to promote "freedom

and independence" in a relationship and also create intimacy. It's great to be single and free, but it's lonely when there is no sense of connecting on a real personal level.

Staples (1981) has presented several concepts dealing with unmarried lifestyles. One in which there is great interest is the free-floating single lifestyle where one is totally unattached and dates with or without the purpose of seeking a committed relationship. Another is the open-coupled relationship where the person has a relatively steady partner, but is open to encounters with other individuals. Sometimes it operates in a unilateral sense with one of the partners deceptively pursuing other parties. In the other type of relationship, the couple relates exclusively to each other.

Karenga (1975) feels we cannot support separate solutions, but must define them together as a people. Redefining and restructuring our relationships can only occur to the extent and depth to which it occurs within the context of the fundamental struggle against oppression and exploitation. Through this experience we will also learn to struggle against ourselves. We will ultimately not only transform society, but ourselves as well. Our sharing and shaping of joy and life will improve and expand as we learn new ways to satisfy a diversity of new needs.

Interpersonal relations, especially in the Black community, must be given greater emphasis in mental health research and human service organizations. We must devise ways of assessing interpersonal developments, to ascertain the quality of life that exists between Black men and women. Major areas of importance are: (a) the ability to establish, sustain and gain closeness required to sustain the intimate bond (sexual relationship); and (b) the need to redefine a method of addressing racism as it affects the unit (couple), and to maintain both external and internal control over the strengths of Black love. In addition to assessing interpersonal developments, we must devise mechanisms for further improving the quality of interpersonal functioning in the community. This must be seen as an immediate goal for Blacks in white America.

We are people of great strength and beauty, bonded together to make sense out of our struggle in the world. We need quality relationships just to keep moving on. We each must work harder to fill our love relationships with as much peace, joy and satisfaction as possible. It is vital that we learn to freely give love and support in responsible ways. We know we need to come closer; it just takes the commitment to want to make a good thing better. We can create a formula for harmony here for the future generations. We must be the people in the society who maintain the experience of richness and fulness of life - intimacy--love.

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A Micro-Analysis of the Alley-Oop With Notes on the Race and IQ Controversy

This article conducts a micro-analysis of a play in basketball commonly referred to as the alley-oop. The play, involving a high pass above the rim and slam-dunk scoring, is viewed as evidence of a high order of information processing ability, i.e., intellectual functioning. A micro-analysis of the key components of the play reveals the complexity of the perceptual, sensory, and decision-making processes involved. Recent literature on the construct of "intelligence," especially theories emphasizing the biological bases of intelligence, underscores the intellectual nature of athletic performance. This has importance for the continuing controversy concerning the nature of intelligence and racial differences in IQ. The pre-eminence of Black Americans in professional sports demonstrates the intellectual superiority of these athletes, and negates the belief in the genetically determined intellectual inferiority of Blacks.

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Two Strategies for Teaching Black Psychology

This paper examines two strategies for the teaching of Black Psychology. The first strategy is designed for use in undergraduate and graduate seminars. It relies on a course structure that requires each student to complete a weekly reading assignment, to give an oral abstract to the rest of the seminar, and to write a weekly thought paper on a topical area in Black Psychology. This strategy is viewed as incorporating elements of African-American Philosophical Psychology by emphasizing oral traditions, multi-disciplinary approaches, and cooperative and collective responsibility for the teaching of the course. The second strategy is one that involves the inclusion of Black Psychological perspectives in the general university lecture course. The paper provides illustrative examples for lectures on the history of psychology, psycho-biology, psychological assessment, and race relations. It is concluded that the Black Psychological/Philosophical Perspective should be included in every facet of the Black scholar's instructional activities.

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Fairchild, Halford H.
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Even the Rat is White: Racism in American Psychology

This session presents two papers that examine contemporary expressions of anti-Black racism in psychology and the social sciences. The first paper examines the history of intellectual and empirical treatments within American social sciences that have served to inferiorize persons of African descent. These include genetic theories concerning intelligence, cultural deficit theories related to the family, victim blame orientations concerning educational and occupational achievements, and personality theories that have pointed to Black/White differences in individual functioning. The second paper examines contemporary expressions of racism within psychology. These include the continuation of the race and IQ controversy, recent attempts to tie family forms to child development, etc.

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Fisher, H. Geoffrey

Academic Retention for the Educationally Disadvantaged Student: A Cultural Perspective (Panel)

The Civil Rights Movement of the 1950's and 1960's focused the nation's attention on a fact that had been known in Black communities for some time: the separate, but equal, school systems were producing separate and unequally prepared students. A new legislative mandate in the early 1960's caused special recruiting and training programs to be initiated both by educational institutions and by employers. Most educational programs were developed at predominantly white schools. These programs were devised and implemented, largely by white administrators and educators who "permitted" participation by Blacks as the situations required or allowed. But the desired effects were not necessarily forthcoming. Subsequently special retention programs, aimed at remediating "deficiencies" and at strengthening educational assets in students, were developed.

Research has looked at institutional and societal racism; it has looked at motivation and access to careers, as well as at a variety of teaching and learning problems. Usually, it has taken the form of studies comparing Blacks and non-Blacks. The assumptions are that normative data on both populations being studied are available. However, while data on the majority population do exist, there are few normative data on Blacks. Where these do exist, there have been few rigorously applied replicative studies to establish their reliability and stability.

The University of the District of Columbia, established in 1976 as the first and only Urban Land Grant Institution of Higher Education, has as its target population the predominantly Black citizenry of the District of Columbia. It affords a unique vantage point from which to view the teaching and learning needs of an urban Black population. It offers an opportunity to develop a conceptual framework within which to place on-going studies and their attendant findings. It can allow us to identify those landmarks that will facilitate researchers' assessment of where we are in the development of the process.

Accordingly, during the course of this panel discussion, we shall outline the beginnings of the development of a Conceptual Framework for Academic Retention of Educationally Disadvantaged Students. In highlighting the experiences of the University of the District of Columbia, we will present an overview of the approach to the matter of retention. This will be followed by a look at the developmental education process as realized at the University and also a look at the Honors Program and its role in a good retention effort. Finally, we will examine the way that factors such as learning style and values orientation affect academic achievement.

I. Overview and Conceptual Framework
II. Retention: The UDC Approach
III. The UDC Developmental Program
IV. An Honors Program: Positive Retention
V. Learning Styles and Values Orientation: Effects on Academic Achievement

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Seymour, Guy
White, Joseph

Licensure and Certification of Black Psychologists: An Update

The purposes of this panel are to present current national issues on licensure as they affect the further credentialing of Black psychologists and to provide an open forum for sharing personal experiences. The delivery of direct services in the form of counseling and psychotherapy is the growing focus of professional psychology. As more people enter the field or seek additional qualifications, states are modifying policies regulating the practice of psychology. There is growing evidence that Black psychologists are not passing the requirements in sufficient numbers. The differential impact of certification regulations necessitates a scrutiny of state licensure laws and an examination of procedures.

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Hudson, Gossie Harold
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The Effects of Media, the Black Family and Self-Concept

Western culture is proving dominant in the shaping of socializations associated with the Black family. Many of these socializations have resulted as a response to many of the media's messages, and the perception the media has of the Black family. There is a growing body of empirical, scientific and circumstantial evidence which strongly implies that media has a detrimental effect upon Black families and upon Black male self-concept in particular.

This session will examine some of the effects of media upon Black Americans, especially youth, the Black imagery in the media from a historical perspective, and some postures the Black family and the Black male might assume in order to develop methods for survival and self-growth.

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The Protestant Ethic and Conservatism Scales: Correlation and Validation Among Different Ethnic Groups

The need to extend empirical research devoid of an Eurocentric perspective in Black psychology unquestionably exists. However, because of the diverse experiences of Blacks in the diaspora, it is necessary to systematically investigate some of our intraracial similarities and differences. We will examine the relationships among Blacks to a variety of colonial structures by looking through the prism of our politico-cultural experiences. The characteristics of Afro-Americans and Caribbeanites will be emphasized.

The Protestant Ethic scale and the Conservatism scale were voluntarily administered to a total of 108 subjects who were registered for four Introductory Sociology courses at Hunter College. This research furthers the limited validation of these two scales within the American context and generates normative data for different ethnic groups such as Caribbeanites, Afro-Americans, Hispanics, and Orientals living within the same geographic region. Additionally, this research assesses the relationship between the Protestant Ethic and Conservatism scales. It was hypothesized that Caribbean-born subjects, because of historical and/or sociocultural differences, would score significantly higher on the Protestant Ethic scale than Afro-American participants. Although there were differences in the mean Protestant Ethic score between these two particular groups in the expected direction, they were not statistically significant. T-tests were computed, and revealed no statistically significant differences in the Protestant Ethic scores between any of the different tested ethnic groups. However, on the Conservatism scale, significant differences were found between Afro-Americans and Hispanics, Anglos and Hispanics, Caribbeanites and Hispanics, as well as Hispanics and Orientals. A Pearson correlation between the Conservatism scale and the Protestant Ethic scale revealed, as anticipated, a statistically significant relationship ($r = .333$, $p < .001$). Plausible reasons are advanced to provide support for these findings.

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Graves, Kipp
Sapphire

Music/Dance, African Americans and America

An informative and experiential workshop in Black dance and music facilitated by Kipp Graves and Sapphire.

Music/Dance, African Americans and America will examine how various eras and experiences affected the music and dance the African Americans created. We will see how traditional African dance survived, disguised in new forms, after it had been prohibited by slave owners and the church. We'll take a look at and learn some of the songs and dances of the reconstruction era. Jim Crow's effect on Black America's psyche, and therefore, their music and dance will be touched upon. Traditional plantation dances such as the Juba, the cake walk (which originated, some say, with Blacks imitating the minuet), tap dancing, and Black jazz will be explored along with the work of the great anthropologist and dancer, Katherine Dunham. We'll look at how she helped alter a people's perception of themselves and how she still influences dance today. The turbulence of the 1960's and the resulting music and dance will be talked about as we move on into the 1970's and discuss some of the influences of reggae music, crossover and integration of whites into Black dance. We'll end with the current status of Black dance today and a projection into the future.

Each phase of the lecture demonstration involves active audience participation in the songs, chants and dances. After the lecture demonstration, we will conduct an hour and a half master class incorporating traditional West African Dance, Katherine Dunham technique and contemporary Black dance styles. We ask participants to bring tights and leotards or other clothes that allow for freedom of movement, and be prepared to work in bare feet.

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**Nonverbal Communication:
Its Relationship to the Black/White Therapeutic Dyad
with a Case Study on a Nigerian Sample**

Nonverbal communication research has been complicated by behaviors that have wide ranges and are, at least in some way, nonverbal. Nonverbal behaviors include hand gestures, body and eye movements, facial expressions, head nods, tones of voice and postures. Operationally, "channels" is the term used to describe these levels of nonverbal communication.

The purpose of this study was to investigate Black and white differences and/or similarities with reference to channels of nonverbal communication. While there are overlapping qualities which exist among all cultures, there are specifics that are particular for given groups. Researchers in nonverbal communication have traditionally asked: Are gestures and emotions innate and universal? Do men and women respond the same to cues of nonverbal behavior? Can observers detect clinical (therapeutic) change or diagnosis? Do people from different cultures interpret nonverbal behavior differently?

Rosenthal et. al's (1979) Profile of Nonverbal Sensitivity Test (full - 220 items) representing 11 channels of nonverbal behavior was administered to 172 American Blacks and whites, and 50 Nigerian college males. Differences and similarities within and between race/culture (Blacks, whites, and Nigerians), sex (male and female), and social class (professional vs. non-professional background) were analyzed in relation to nonverbal channel perception. Myers' Belief Systems Analysis Scale (BSA), which represents an Afrocentric - World view, was also given. This was done to determine whether people who scored higher on the BSA were more sensitive to nonverbal cues, and if there are differences between and within race/culture, sex and social class. In addition to the aforementioned instruments, cognitive styles tests which measure visual and auditory perception in four domains were administered to the Nigerian sample. Possible patterns in the mental processing of information were examined with regard to nonverbal channel perception.

The relationship between the independent variables (race/culture, sex and social class) and nonverbal sensitivity (dependent variables) will be discussed in terms of its therapeutic effectiveness as well as its implications and applications for other disciplines (e.g., education, sociology, anthropology, etc.).

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Interracial Friendships Among Black Youth

The present study was designed to investigate the dynamics of interracial friendships among Black youth. Subjects for the study were students attending an inner-city high school which has an enrollment of 70 percent minority students. In addition to the school having a very racially integrated population, the students all come from rather homogeneous socio-economic backgrounds. Thus, we were able to examine the dynamics of interracial relationships among Black youth at a very important developmental stage of their lives.

Friendships developed within this social context reflect not only the impact of social, political and cultural diversity of the times, but also the basis for the selection of interracial friends.

Three hundred and fifty students, Black and white, male and female, between the ages of 14 and 19, participated in this study. All of the subjects were students at one urban high school. Data were collected during a regular class period by a questionnaire which had been constructed using a combination of open and closed questions. The questionnaire consisted of seven categories of variables. First, respondents were asked to define friendship. The second category of variables included activities of the friends, both those that were shared and those that were off limits. The third category of variables included topics of discussion and topics that were considered taboo. The fourth category included information about settings for interacting. The fifth included information on what times did you interact with your friend. The sixth category was concerned with the presence of and the acceptance of others of your friend. The seventh and final category was the continuity of the friendship and the interaction over time.

Preliminary results indicate that differences do exist between interracial and same race friends in categories of variables such as presence of others, topics of discussion, and settings of interaction. Differences also occurred between Black-Black and white-white friendships on variables such as restrictions in meeting places. Blacks had fewer places to meet other Blacks than whites meeting other whites. Other variables showed no significant differences between these two groups.

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The Employee Assistance: An Introspective Technique for African-American Psychology in Industry

The Employee Assistance: An Introspective Technique for African-American Psychology in Industry is a proactive program presentation planned and designed to reflect a holistic philosophy for African-American Psychology Intervention in Black Industry. The underlying assumption is that this psychotechnological innovation will augment industrial productivity. The early identification and referral of non-white employees with personal-medical problems provides for preventative health and effectiveness when the emphasis in training is placed on the general management problems, i.e., lower production-quality and/or quantity, increased waste, rising medical and accident claims, and absenteeism. The Employee Assistance: An Introspective Technique for African-American Psychology in Industry workshop presentation is an employee-employer benefit package designed to identify, motivate, and refer, at an early stage, those employees who develop personal-medical problems. The methodological aspects of this workshop presentation will include an introspective training component for management and employees with emphasis on the following: how incidents of unacceptable job performance will be documented by management; how the supervisor will confront the employee for the first time regarding the specific incident of unacceptable job performance; and how an introspective self-referral system will be instituted for employees who have not been identified by their supervisors. A company assessment package and therapeutic plan will be developed for all referrals. The assessment package and therapeutic plan will include appropriate standardized instruments, therapeutic modalities and adequately researched techniques (e.g., dyad and/or group session employing behavioral, cognitive and humanistic techniques). The Employee Assistance: An Introspective Technique for African-American Psychology in Industry program presentation will include a Pre- and Post-Evaluation for participants.

The Employee Assistance: An Introspective Technique for African-American Psychology in Industry will provide African-American Psychologists another tool for coping in this society, while concomitantly providing a preventive state-of-the-art alternative for dysfunctional non-white behavior in industry.

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The Cultural-Distance Approach: A Model for Analyzing Black-White Performance Differences on Measures of IQ that Allows for Control Over Prediction, Intervention, Change, and "Truth" in Assessment

The stance of the present investigator is an amalgamation of the enviromental (nurture) and historical (social psychological) points of view with the addition of current knowledge in the fields of socio-biology and developmental psychology. This view, the Cultural-Distance Approach, briefly stated is: a sub-culture's distance from the major culture, on which the test questions of an IQ test are based and validated, will determine that sub-culture's group sub-score pattern in relation to the sub-score pattern of the norming population.

"Cultural distance" is defined and explained in the prime tenet of the cultural-distance perspective: Any sub-culture operating according to principles not equally operative in the major culture, not existing in the major culture, or operating without the benefit of a principle operative in the major culture will be assumed to be attending to, processing, storing, retrieving, and/or practicing functional information not exactly like that of the major culture. Therefore, tests based and validated on the major culture (or even validated on members of the society according to percentage representation of all sub-cultures in the super-culture) will show characteristic patterns of group responses different from those of the norming sample. These response patterns are indications of what is salient to each minority sub-culture on the tests and within the major culture, and what is not. The tests are not responsive to what is salient to the specific minority sub-cultures but absent in the major culture however. Thus bias is assumed to be present in all standardized IQ tests.

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Survival Skills in Graduate School

The application process and the anticipation of acceptance to graduate school can be anxiety provoking and lengthy. Once acceptance to a graduate program is achieved, the critical (but limited) process of completing one's graduate program and obtaining an advanced degree begins. Such a process takes an average of 5 years and occurs (usually) during the second decade of one's life - a time of career planning and establishing personal and professional goals.

To make such a commitment to a process that includes limited finances, limited time, limited socialization, the extensive application of skills, and the use of personal resources can result in excess stress and the testing of one's perseverance. The additional and compounding variable of being Black in (usually) a predominantly white institution with an Anglo-American orientation adds yet another dimension to an already demanding life choice.

Yet the need to increase the number of qualified and trained Black psychologists is great. To this end, more Blacks need to be recruited and to complete their graduate programs. Often times the feeling of a lack of support, difficulty in seeing "the light at the end of the tunnel" and learning how to handle nonproductive feelings can compromise one's energy and commitment. The need to identify problem areas and to learn as early as possible to use the graduate school experience to one's advantage is critical to the completion of the process.

The presentation entitled "Survival Skills in Graduate School" is designed to explore the issue of coping with the challenge of graduate school. It covers how to complete this process as quickly and as efficiently as possible. Our increased numbers will add to our pool of resources as we continue to develop our Afro-American philosophy in psychology.

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Hammond, Virginia W.

Black Women and the Psychotherapy Process

This workshop will address the issues of treatment needs and effective treatment of the Black woman as it relates to the psychotherapeutic process. Specific attention will be given to identification of issues which impede the therapeutic process. Additionally, focus will be given to the formulation of strategies which will be helpful in improving the delivery of psychotherapy to Black women in an outpatient setting. Descriptive data, case histories, and clinical findings will be presented.

Much has been written in the recent psychiatric literature regarding the lack of adaptability of Black clients (including women) to traditional psychotherapy. These findings imply that the "lack of fit" is due to the Black clients' lack of verbal ability, limited insight and reflective potential, and difficulties in sustaining motivation for change. I believe the "lack of fit" is a function of theory that is too limited and too exclusionary of the role of enviromental and social variables as they are reflected in the patient's culture. Subsequently, I propose that Blacks (including Black women) can be treated effectively with psychotherapy....with an expanded or "enriched" model.

The Black woman who presents herself for psychological intervention is a complicated and complex human, suffering from the effects of a double minority status and the concomitant oppression and depreciation inherent in such a position. Consequently, an effective treating relationship can only be forged if the effects of these factors are adequately assessed, and addressed by the therapist and the client in the treating relationship.

The process of psychotherapy for Black women often reinforces and serves to perpetuate negative self-image, lack of trust, unrealistic expectations, socially imposed limitations and other problems, rather than creating a vehicle to facilitate growth and personal development of the total self. An understanding of the female social development, as well as a grasp of the uniqueness of the Black woman's experience in a white male dominated society, is fundamental to achieving a succesful psychotherapeutic process.

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Jogotherapy: Jogging Strategies for Black Health and Survival

Consistent with the theme of the Sixteenth ABPsi Convention, the presenter will provide concise but creative "introspections" of his jogging benefits and experiences (over an 11-year period), plus the jogging experiences of Howard University students whom he supervised in a jogging research study. Moreover, a systematic theory of "jogotherapy" will be set forth, in brief, with delineated implications for the treatment and the prevention of Black illnesses and/or disorders—both psychological and physical. In addition, a limited number of attendees of the session (first come, first serve) will be given free copies of the presenter's monograph titled Jogotherapy. The presenter will also emphasize the importance of strong and healthy Black minds and bodies as the a priori to African-American survival and growth.

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Harrell, Jules P.
Clark, Vernessa

How Stressful Events Affect the Heart

Cardiovascular disease remains the leading cause of death in this country and it is especially rampant in the Black community. A series of studies have been conducted in the psychophysiology laboratory at Howard University to determine the manner in which several types of laboratory stressors affect the heart. The presentation consists of two parts. The first describes a technology called impedance cardiography and how it is used to examine several parameters of cardiac activity including heart rate, cardiac output, cardiac contractility and systolic time intervals during stress. Results from studies using the impedance cardiograph suggest that the heart generally compensates for the increases in heart rate that occur during mild stress by reducing its force of contraction and the volume of blood it pumps on each heart beat. This leads to a stabilizing of its overall output of blood over time. However, in more challenging situations, there is evidence that psychological stress can increase several parameters of heart activity simultaneously and thus increase the levels of cardiac output beyond metabolic requirements. These "true" stress reactions seem to be most pronounced shortly after the encounter with the stressful event. The second part of the presentation is concerned with identifying sources of individual differences in cardiac reactions to stress. Conventional personality scales including measures of anxiety, locus of control and the Type A coronary prone behavior pattern have some limited utility in predicting cardiac reactions to stress in young Black adults. Several implications of these findings for the understanding of heart disease in the Black community will be outlined.

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Harrell, Jules P.
Johari, Maisha
Prieto, Karen
Toms, Forrest
Harris, Charles

Assessing Black Coping Styles

Several years ago, six styles Blacks used to cope with racism were outlined (Harrell, J. of Black Psych., 1979, p. 99). These styles were posited to have both positive and negative consequences for mental and physical health depending on the nature of situational variables. At that time it was stated that the development of an assessment device for measuring the styles was crucial. Work on this instrument continues at Howard University and this presentation constitutes a progress report. First, a historical and conceptual overview of the coping styles system will be provided. Subsequently, the steps taken to date to develop scales assessing the Authoritarian style and the Black Nationalism style will be discussed separately. The "construct" approach to test development was taken in both cases and presenters will detail the theoretical network in which each style is embedded. In the case of the Authoritarian style, items on the refined scale were retained only if they were not related to conventionalism and conservatism. This was done because the style is seen as characterizing a variety of behavioral alternatives extant in the Black community that include both far left as well as far right political orientations. Psychometric properties of the scale will also be presented and a construct validational study of the relationship of the scale to child rearing beliefs will be detailed. The Black Nationalism style was reconceptualized as containing four dimensions. The psychometric properties of the scales developed to measure each dimension will be presented. The interrelationships of these subscales will also be discussed. Problems and promises of this vein of research will be presented in a candid fashion.

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Harris, Nancy R.

The Concept of "Child" in an Africentric vs a Eurocentric World View

The overall message in this presentation is that there is a concept of "child" particular to and consistent with the Africentric world view. This concept is fundamentally different from the concept of "child" in the Eurocentric world view.

Beginning with a historical analysis of the attitudes and behaviors directed toward children and including the place and importance of children in these two contexts, the presenter will establish that, historically, there are clear, distinct, and basic differences. These differences in the definition and value of "child" will be shown to exist in contemporary European and African or African-American societies. However, many African-Americans attempt to adopt European definitions of reality as their own, and so are beginning to exhibit attitudes and behaviors toward their children which are alien and self-destructive.

Also discussed will be the negative impact of the common practice in American institutions of treating an African "child" like a European "child" (child abuse).

Finally, the presenter will emphasize the critical importance of understanding these differences in the rearing of children as well as in the analysis and treatment of children and their families.

Ms. Nancy R. Harris
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Harvey, Aminifu R.

Mental Retardation and the Criminal Offender

The workshop will address the issues of mental retardation and the criminal offender from a holistic perspective.

It will take into consideration factors such as melanin, nutrition and racism, as they relate to the growth and development of Afro-Americans.

Video tapes of Dr. Wade Nobles addressing the issue of the mentally retarded offender from an Afro-centric perspective and the late Dr. Bobby Wright analyzing the plight of the mentally retarded offender as a political dynamic will also be shown.

The video tapes are from "The National Symposium on the Black Mentally Retarded Offender" co-sponsored by the United Church of Christ Commission for Radical Justice and Howard University's School of Social Work, at Howard Unversity in March of 1981.

Aminifu R. Harvey
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Haynes, Norris M.

Behavior Management and Change Through Self-Instruction and Introspection

The workshop will demonstrate the use of self-instruction and introspection techniques in modifying one's own behavior and the behavior of others.

An intensive exploration of maladaptive thought patterns and self-verbalizations will be undertaken, and effective strategies for changing these will be discussed.

Major new developments in the area of cognition in behavior management will be highlighted, with emphasis on attribution process. Participants will be trained to objectively and rationally analyze cause-effect relationships with respect to their own behavior and the behavior of others.

At the conclusion of the workshop, it is anticipated that each participant will have acquired the following skills:

- Be able to introspectively explore within themselves the causes for maladaptive behaviors as opposed to attributing these behaviors to external factors.
- Be able to develop and self-administer behavior management strategies for changing these behaviors.
- Be able to assist others in utilizing the technique of introspection in identifying the internal causes of their maladaptive behaviors.
- Be able to assist others in utilizing the technique of self-instruction in modifying these behaviors.
- Be able to develop and implement objective evaluation plans for evaluating the effectiveness of their behavior management strategies.

Dr. Norris M. Haynes
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Haynes, Norris M.
Walker, Sylvia
Lloyd, Linda

Assessment and the Provision of Service to the Handicapped in Minority and Third World Populations

The discussion will center around the assessment and treatment of physically and mentally handicapping conditions in minority groups within the United States and populations in the Caribbean and Africa.

Each panelist will make a brief presentation concerning specific disabilities in specific populations. Differences and similarities in treatment methodologies in the particular countries will be highlighted. Following the presentations, the panelists will entertain questions from those in attendance.

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**Lessons from the Past and Present:
Developmental Ecology, Social Policy and
The American Council on Education Studies**

As articulated by Bronfenbrenner and Ogbu, the ecological developmental approach to child research is distinguished by its concern with the social contexts of development and related implications for intervention and social policy. This approach differs from the prevailing developmental paradigm, which emphasizes controlled comparisons of discrete developmental processes and thereby decontextualizes those processes. The result is that Black children and their families are abstracted from their historical experiences.

The significant potential of the ecological approach for effecting social policy will be illustrated by reviewing the history, methods and findings of the studies on Black youth personality development conducted by the American Council on Education during the late 1930's. These ACE studies are: Davis & Dollard's Children of bondage, Frazier's Negro youth at the crossways, Johnson's Growing up in the black belt, and Warner et al.'s Color and human nature. It will be argued that social policy is structured categorically by problems inhering in various political constituencies. Consequently, child and family researchers can enhance both the social-political relevance and the scientific vigor of their research by increasing attention to the characteristics of environments.

Finally, findings of the ACE studies along with more recent data on the problems of Black children and families will be reviewed in terms of the directions they suggest for a future agenda for ecological research on Black children and families.

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Hoxter, A. Lee

The Role of Theory and its Value in Black Introspective Exercises

It is, of course, a coincidence that the number 16 is important for ABPsi and for me, as well. I decided that an introspective exercise could be generated when I subtracted 1967 from 1983 and there was that magic number. In 1967, as a psychology doctoral student, I had my first published paper. The title of that paper was, "Theory Confirmation and The Study of Behavior: Some Problems." It seems to me an exciting challenge to review some of my original perceptions of problems in psychological theory. This session will reflect the intervening years of cognitive growth, affective vicissitudes, and present day perceptions. It will be approached with a personal introspective focus, especially within the context of African-American Psychology in the 1930's. Some of the theoretical constructs which appear useful will be utilized in the presentation and are taken from the work of Jung, Fromm, Jourard, and Mosby. A major notion will be the question of cultural imperatives and constraints on both subjective and objective analysis of behavior within the Black perspective.

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Johnson, Deborah J.

Racial Attitudes and Biculturality in Interracial Preschoolers

Sixty-two Chicago preschoolers aged 3 to 5 years old were administered an abbreviated version of the Preschool Racial Attitude Measure II (PRAM II). The interracial group (N=16) comprised the target group, while cohorts in the white (N=18) and Black groups served as controls. The specific interests of the principle investigator centered around three primary research issues. The research issues included: (1) racial preferences of interracial children, (2) developmental transformations in those preferences, and (3) the effect of race of the mother. A fourth issue, of methodological concern, related to the ability of the PRAM II to ascertain information about biculturality in young children using an alternative scoring method.

It was found that 56 percent of interracial children were pro-white in their racial preferences and 44 percent had no preference. Among white children, 72 percent scored in pro-white range and only 28 percent in the no preference range. Eleven percent of Black children were pro-Black; 39 percent, no preference; and 50 percent, pro-white. The correlation between race and racial attitude score (RA score) was significant at the p=.03 level.

The analysis of age trends by racial group revealed very different patterns for each group. Black children were the only group to display a non-linear age trend on RA score. Thus, both white and interracial children displayed linear age trends on RA scores. Still, interracial children did differ from both groups on RA scores across ages.

Interracial children having white mothers achieved RA scores resembling those of white children. Interracial children with Black mothers (N=5) had a 60 percent/40 percent split in no preference and pro-white ranges.

The analysis of scores using the alternate scoring method enabled the author to characterize racial groups by the pattern of negative and positive choices on the PRAM II. It was found that while all groups were high on their negative choices toward the dark figure, they were differentiated by various proportions of positive choices toward Black or white. The interracial children demonstrated the highest proportion of negative choices toward the white figure.

It is concluded that interracial children are generally different from both Black and white children, as indicated by their negative assessments of both light and dark figures. Black and interracial children have bicultural tendencies but the nature of those tendencies are qualitatively different. Furthermore, it was demonstrated that the PRAM II could be utilized in an analysis of biculturality.

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Johnson, John L.

Experiential Workshops: A Format for Taking an Introspective Look at Crucial Issues Facing the Association of Black Psychologists

In past years, the Convention featured "Think Tanks" and one of the recommendations growing from them was to include experiential workshops. This year's Convention Program Committee has set up a series of sessions which will provide an opportunity for continuous dialogue, but where the dialogue will be generated from the actual experiences of those present. Each of the workshops will meet for two hours on each day of the three major program days of the convention. Participants may stay with one workshop or experience all three workshops. There will be facilitators present in each room. Their role will be to help participants with the process. There will be no presentations, as such.

Beyond providing a set time, a workshop topic, space, and trained facilitators, the Program Committee leaves up to participants in these workshops: (a) what they will experience, and (b) what actions they decide to take as a result of their experiences.

Workshop 1: "The Crisis in Our Soul: The Restoration of the National Association of Black Psychologists."
This workshop will be set up in the format of a large discussion group and facilitated by AB Psi members who are trained in the psycho-dynamics of large groups. There will be minimal structure.

Workshop 2: "Nguzo Saba: Are these the real values operating within AB Psi?"
This workshop involves a values clarification process. Participants have an opportunity to experience the process of valuing and to express differences in value viewpoints. We need at least 14 participants and will close it at 50. Materials will be used as stimulation.

Workshop 3: "I am because you are and therefore, you are because I am"
This session will be a working group focused on the relationship of the Black psycholgist to the Association of Black Psychologists. An opportunity to develop a personal action plan for one's future relationship with the organization will be provided.

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Jones, Reginald L.
Jackson, Jacquelyne F.

The Berkley Instructional Media Project: Videotapes for Teaching Black Psychology

Videotapes of talks/symposia/think tanks on topics in Black psychology will be shown. Viewers will be asked to provide a written evaluation of individual tapes and these evaluations will form the basis of a subsequent discussion of the tapes, as well as problems and issues related to media and the teaching of Black psychology.

The videotapes will be shown continuously over a two day period with the discussion of them taking place on the third day. Each tape runs from approximately 45 minutes to 2 hours.

Bibliography of Videotapes

"Black Models of Psychological Functioning: Implications for Psychological Intervention" (J. Baldwin, K. Burlew, W. Cross, and L. James-Myers—Moderators). These are the unedited Think Tank session tapes (3) from the Denver Convention.

"Models of Psychotherapy with Blacks" (A. Jackson, A. Jones, D. Williams).

"Black Psychology or African Psychology: Need for a Paradigm" (W. Banks, W. Nobles, and K. Ogletree—Moderators). These are the unedited Think Tank session tapes (3) from the Denver Convention.

"Enchancing Personal Growth and Self-Awareness Through Alpha Mind Regression" (N. Jones and H. Scott).

"Relationship of Emotional Problems to Adult Developmental Tasks in Young Black Women" (K. Shorter-Gooden and W. Gooden).

"Black Identity, Social Networks & Survival: Model Building with the National Survey of Black Americans" (J. Jackson, P. Bowman, W. McCullough, H. Neighbors, and A. Quick).

"Toward a Conceptualization of Black Female Development" (P. Dunston, J. Reaves, and J. Savage).

"Personality, Clinical & Social Psychology Research on Blacks & The Theory-Derived Static Approach" (D. F. Allen).

"The Black Loving Relationship" (R. King).

"Assessment of Black Children" (H. Dent and R.L. Williams).

"Black Infants Have Many Others: Can They Really Relate to More Than One?" (J.F. Jackson).

"Mental Health in the Black Community" (B. Wright, K. Ogletree, and D. Terell).

"Why Afro-American Children Fail: A Systematic Analysis" (H. Fairchild).

"Alternative Conceptions of Human Development: Interface Between Life Span and Black Psychological Perspectives in Developmental Psychology" (D. Parker).

"Psychology, Law and the Black Community" (T. Hilliard).

"Death Anxiety in Elderly Black Women" (A. Tate).

"Consciousness-Raising Group: A Preventive Mental Health Model" (Giovanni Bonds).

"Black Identity Research: Identity and Reference Group Measures" (W. Cross and D. Little).

The 9:00-11:00 a.m. session on Saturday will be used to receive feedback on the tapes and to discuss their use and value as instructional tools in teaching Black psychology. A schedule for the showings of the above tapes will be posted.

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King, Ruth E.G.
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A Multi-media System as a Technique for Reducing Stress

The intent of this session is to present a multi-media system as a training intervention in the mental health area. While "The Synthesized Media Environment" was originally developed as a multi-dimensional experience in training for police officers, the system is under continual development and expansion for use in other areas. Presentations have been made in the areas of personal safety and death and dying. The system has been used in training to both induce stress and reduce stress.

African Americans, like others in this society, live in stress-filled environments. We are more likely to suffer from hypertension and other stress-related ailments. There will be time within the session for introspection into personal and societal behaviors that induce and reduce stress. Participants will have the opportunity to experience scenarios that heighten stress and scenarios that produce a relaxed state. This is done with life-sized figures on a huge screen, musical background, and other sounds.

The impact of stress on the daily living environments of African Americans will be explored as well as the application of the multi-media system as a training technique. The psychological effects of engulfing a trainee in a totally realistic environment of sight, sound, and emotional reactions will be critiqued. Data from previous training sessions will be available for review and discussion. Opportunities will be provided for discussion and suggestions from the audience regarding specific uses for training in various mental health disciplines.

Dr. Ruth E.G. King
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King, Ruth E.G.
Weaver, Johnathan L.

The Effects of Colonialism on the African/Caribbean Psyche

The invasion of Africa by Europeans meant outside control and domination of many African countries for decades. This century witnessed the struggle for independence of most African countries from the occupation of foreign governments. During the years of slave-trading, Africans were exported to the Americas and the Caribbean Islands as free laborers. In these countries, slaves were freed at various times during the 1800's.

Colonialism, slavery and racism has had an effect on the thinking, attitudes and behaviors of Africans on the continent, African-Americans here, and our Sisters and Brothers of the Islands. Representatives from several African and Caribbean nations have been invited to share their views of how colonialism has influenced the attitudes and behaviors of their people. Participants will have the opportunity for introspection and reflection as comparisons are made between cultures. Comparative assessments can be made regarding the impact of European domination and control of our respective psyches, whether a victim of slavery, colonialism, racism and/or any combination thereof.

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Lawson, Harry H.

Incest in a Black Family: A Case Study

Within the last several years, Black psychologists have begun to outline theories specific to the understanding of Black behavior. While these theories are impressive and useful, especially in the abstract, clinicians are often at a loss in applying them in the treatment of specific disorders that Black clients present.

One disorder that this writer has been called upon to treat is brother-sister incest within the context of a Black family. In this paper I will present a case study of brother-sister incest by describing the principals involved, detailing the family constellation and dynamics, and sharing the treatment techniques used. I will also attempt to show the etiology of the disorder, the inadequacy of the incest taboo, some consequences for both victim and perpetrator, as well as provide suggestions for prevention.

This case study presentation should help other Black mental health professionals recognize the basis for incestuous conditions so that intervention can be made at the prevention level. Techniques for the treatment of specific disorders based on empirical evidence will strengthen the application component of African-American Psychology.

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Lawson, William R.
Campbell, Alfonso L.
Knuckle, Essie

Implications of the New Neurobiology for Blacks

Recent research in neurobiology may have profound implications for Black people and suggests the need for more involvement by Black mental health researchers. False assumptions about the field have made dichotomies such as nature-nuture and organic-functional tenable, and may have discouraged potential Black neurobiologists.

The technology now exists to investigate regions of the functioning brain, including Computer Axial Tomography, Positron Emission Tomography, Regional Cerebral Blood Flow, and Brain Electrical Area Mapping. Recent advances, involving cognitive processes and in schizophrenia, show that environmental and hereditary factors interact in complex ways to affect the functional integrity of the nervous system. Further agents such as the catecholamines and neuropeptides demonstrate that flexibility in the coding of information in the nervous system, and that agents thought to have a primary role outside the central nervous system (CNS) may have a significant role in the CNS. Two agents, melanin and melatonin, may be important in understanding the relationship of the neurosciences to Blackness.

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Lawson, William B.
Wilson, Reginald
Seymour, Guy
Boxley, Russell
Archibald, Eloise

The Changing Role (and Complexion) of the Police in the Black Community: A Challenge for Black Psychologists

The relationship between the police and the Black community has historically been an uneasy one, partially because it has frequently been viewed as an arm of white oppression. In recent years, several changes have precipitated a reexamination of that role: (1) higher percentages of Blacks on the police forces of many communities; (2) residency requirements in many cities; (3) expanding Black political power; and (4) a changing and expanding role of the police, especially in areas such as mental health. Members of the panel will discuss the following programs developed to address these issues: (1) assessment and screening of police candidates; (2) sensitizing the police to transcultural issues, racism, and problems of the mentally ill; (3) psychological program development in police and fire departments; and (4) recognition and intervention in emotional emergencies in police departments.

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Lyles, William K.
Foster, Evelyn
Chesnut, Denis
Greene, Eleta J.

Black Female-Male Relations: New Dimensions on Black Sexuality II

This workshop, which is based on a comprehensive review of the literature, the presenters' on-going research and clinical findings, as well as their highly-acclaimed workshop of the 1982 National Association of Black Psychologists convention, is designed for clinicians and other adults who are serious in their search for enlightenment and the development of skills for the understanding and further development of a valid conceptual framework pertinent to Black sexuality.

Participants will be guided into in-depth experiences geared towards the development of enhanced receptivity and facility in the understanding, utilization, and therapeutic application of a wide array of skills. Information for minimizing misconceptions and dysfunctions pertaining to Black sexuality will also be shared. The focus will be maintained in the context of an overall "key focus" of impact phenomenological experimental learning.

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A Comparison of African and European Groups Utilizing A Worldview Opinionnaire

A Worldview Opinionnaire was developed from the African and European Worldview (Nobles, McGhee, Cedric X, et. al.). The opinionnaire was administered to 263 subjects (Black, white, students, non-students, male and female). The session will report the results and make some recommendations.

This research is viewed as being the first phase of a larger study. It is being presented at the ABPsi Conference for critical responses, discussion, and suggestions as we move toward the second phase—a geographically distributed sample of three to four thousand.

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McLeod, Poppy L.

The Impact of Positive and Negative Portrayals of Blacks in the Media: An Empirical Investigation

One of the important functions of an African-American Psychology is monitoring and evaluating the value systems presented to African-American peoples by their cultural environment. What response can and should African Psychology make to the effects of imposing Euro-American cultural values on Africans? Part of the introspective effort that is to be a central part of this convention should be spent in seeking an answer to this question.

A society's values are reflected in its media. Thus, one way of examining the effects of this society's value systems on African-Americans is by directly examining the psychological impact of the media on African-Americans. There has been quite a bit of research on the negative portrayal of Blacks and other minorities in the print and broadcast media in this country. However, there has been little research on the psychological impact of this negative portrayal on the viewers in terms of self-concept, self-esteem, motivation, sociability, etc. There has been even less research on the impact of positive or even neutral (which in this country should be considered positive) portrayals.

This presentation will be an empirical examination of the impact on viewers of films which portray Blacks in positive and negative ways. Specifically, I am interested in how viewing these films will make the audiences feel about themselves. Subjects are randomly assigned to watch a film that portrays Blacks in either a positive or a negative manner. Subjects then evaluate the characters in the film and complete self-report measures of self-esteem and other similar variables. I expect subjects who view a film in which Blacks are portrayed negatively to evaluate the characters in that film more negatively than subjects who view a film in which Blacks are portrayed positively. More importantly, I expect to find that subjects who view a film in which Blacks are portrayed negatively will rate themselves more negatively than will subjects viewing a positive portrayal of Blacks. I also predict that this effect will be stronger for younger subjects.

As an organization committed to the psychological well-being of African peoples, ABPsi has the responsibility to consider what the media are doing to the psyches of African-Americans. Armed with data such as the ones I am generating, ABPsi will be more effective in lobbying to improve the portrayal of Blacks in the media. As I stated earlier, one task that should be included in ABPsi's introspective efforts is planning strategies for alleviating the psychological stress on African peoples brought about by biased media portrayals. (This study will help to gauge the extent of that stress. (This research is currently in progress).

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Mosley, Albert G.

Music in the African-American Experience

This paper seeks to examine the emotional significance of music and the relevance of music in the African-American experience. It uses a Gestalt orientation to define emotions as felt reactions to the lack of closure of a pattern. The musician manipulates his/her and the audience's expectations by playing on the stock of acoustical patterns they share in common and introducing delays and deviations that arouse affective responses. The emotional responses generated by music are experientially meaningful when they either correspond to emotional responses experienced before or when they serve to emotionally restructure past experiences and provide new ways of experiencing future events. It is argued that music's catalytic ability to stimulate human emotional responses makes it a primary tool for reflecting on and altering our personal emotional responses. It thus plays a major role in enhancing introspective behavior.

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Murray, Mary Mitchell

Alcohol Abuse and Black Sexuality:
A Treatment Program

Alcoholism is one of the most significant social, physical and mental health problems in the Black community. Yet few studies have addressed this subject.

The alcohol literature indicates that alcoholics have sexual problems. However, until recently, few alcoholic treatment programs addressed the human sexuality needs of their patients. Even fewer studies and programs have addressed the human sexuality concerns of Black alcoholics.

This paper will discuss some of the human sexuality issues facing Black alcoholics in one treatment program. Particular attention will be given to staff acceptance of the program, staff training, patient participation, treatment and treatment outcome.

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Myers, Linda James

Natural Psychology in Search of a Methodology

The search for a paradigm of Black psychology has culminated in the development of one rooted in ancient traditional African culture. The model reflects a psychology that is Afrocentric, transpersonal, and natural. The conceptual system that characterizes adherence to the paradigm yields a world view with philosophical assumptions and values which are the complete antithesis to those of dominant European-American culture. The purpose of this paper is to discuss the research perspective and methodologies of the new paradigm. The roles of hermeneutics, psychohistory, ethnography, and folklore will be examined in terms of their applicability to the model.

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Carter, Ann L.
Rao, Mamidanna S.
Mathura, Clyde C.
Wilson, Shirley B.

Hope Index Scale: An Instrument for the Objective Assessment of Hope

Although many clinical observations suggest that hope influences the onset, duration, prognosis, and recovery from mental and physical illnesses, a lack of direct scientific proof persists because no method exists for the objective assessment of hope. We have now constructed the Hope Index Scale, a testing instrument for the measurement of this rather elusive human attribute. Upon testing control and experimental subjects, it was found that score distribution on the Hope Index Scale correlates negatively with Beck's Hopelessness Scale (Pearson r=-.88, significant at the .001 level) and is independent of age, race, or sex. It is concluded that this tool can help identify individuals with varying degrees of psychosocial problems and that scores of 150 or below are indicative of pathologic hope deficit often associated with suicide.

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Obleton, Nettie Ball

Career Counseling Black Americans and Other Minorities: A Review of Some Intervention Strategies

Career counseling with Black Americans and other minorities has received increasing attention during the last decade. Although many of the traditional counseling theories are more relevant to young white males, some researchers and scholarly writers have spoken to the applicability of these theories to Black Americans as well as to their limitations. The challenge and justification of career development theories, related particularly to the experiences of Black Americans, have been broadly and diversely defined. There is some agreement on the importance of the primary influence of psycho-socio-cultural factors and the need for a clearly defined theory. Those factors have formed an assumptive base for careerists to formulate, and in some cases test, intervention strategies considered useful in producing successful involvement and improvement in the under-representation and under-utilization of Black Americans in some career areas.

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Pugh, Roderick W.

Peer Review of Outpatient Psychological Services

This is a presentation of the quality assurance and peer review principles as currently developed by the American Psychological Association and the American Psychiatric Association. It includes a review of the current national peer review system and procedures as they apply to CHAMPUS (Civilian Health and Medical Program of the Uniformed Services) and approximately eight private insurance carriers which now subscribe to the program.

Peer review is a procedure developed to assure adequate quality of mental health services delivered by mental health professionals. The current national program was motivated by separate contracts sponsored by CHAMPUS, which is the insurance administration of the Department of Defense, involving both APA's. These contracts were entered into in 1977 by the two named associations. By now, the program potentially effects the practice of all psychologists, psychiatrists, social workers, psychiatric nurses, and marriage and family counselors who deliver mental health services on a private practice fee basis. Therefore, if a practitioner is in private practice and has not yet been peer reviewed, that experience will be not long in coming. Thus, the purpose of this seminar will be to orientate the private practitioner to the requirements of peer review.

There are three basic criteria which have to be met to satisfy a peer review:

1. Establish the necessity for the treatment or diagnostic procedures;
2. Demonstrate the appropriateness of the services delivered in relationship to the clients presenting problems; and
3. Demonstrate that the delivered services are proving to be effective over time.

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Robinson, Tracy Lynn

A Developmental Approach to Introspection

This session will focus on a developmental approach to the main theme of introspection. Its content will stress the importance of integrating an African historical context with the search for understanding our present reality in America. The purpose for emphasizing such integration is based on the belief that there is a need to reflect upon these shaping processes in order to restructure the context in which we, as Black Americans, are embedded.

It is extremely timely that this is the Sixteenth National Convention. Not only is 16 a time for introspection for all adolescents, it is a season for inner transformation and prolific changes which result from reflectivity and thought about one's actions and values.

Thus, introspection, as a developmental journey and a way of making new forms of meaning, is espoused for the Black community. During the session, the inevitable identity crisis which accompanies adolescence will be pinpointed. Valuable questions such as "Who am I?" and "Where do I want to be?" need to be asked. The session will also attend to the fact that Blacks, for the most part, have another identity crisis with which to deal: being a people who do not really know their specific African roots and its unique culture.

This session will address the need for common unity within the Black community. Along with the initial questions of identity crisis, as Black people we need to be asking, "Who are we?" and "Where do we want to be?"

A new psychological foundation must precede the structural execution of covert acts. An appropriate foundation, from a developmental perspective and introspective in nature, is presented in this session.

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Authors' Recognition Reception

During this period of self-examination, we should be mindful to acknowledge our weaknesses and strengths. Writing and publishing are extremely crucial activities to the existence of the Association of Black Psychologists. It has been expressed that each one of us has the professional responsibility to communicate our research and work especially to other Black psychologists, Black professionals in related areas, and other psychologists. In this workshop, after a brief examination of issues affecting ABPsi members' publication achievements, those members who have authored publications since September 1982 will be recognized. Discussion will revolve around the experiences of these individuals and their recommendations for handling identified barriers and weaknesses. Ways to effectively utilize our strengths will also be delineated.

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Singleton, Edward G.

Racial Differentials in the Impact of Maternal Cigarette Smoking During Pregnancy on Fetal Development and Mortality: Concerns for Black Psychologists

Data from over 60,000 births in the United States were reevaluated, for significance and meaningfulness according to statistical power analysis, to determine if racial differentials existed in the impact of maternal cigarette smoking during pregnancy on fetal development and mortality. The risk of delivering low birth weight infants was significantly greater for maternal smokers than non-smokers and this relationship was similar for both races. However, the risk of mortality was significantly greater for infants of Black maternal smokers than Black non-smokers, while the same relationship was not evident for whites. Each cigarette consumed during pregnancy increased the likelihood of fetal, perinatal, or neonatal death among Black infants, with the most dramatic increase in mortality exhibited among infants of Black mothers who smoked more than one pack of cigarettes per day. Surprisingly, the risk of mortality was greater for infants of Black maternal smokers, although Blacks smoked at lower rates and consumed far fewer cigarettes per day than whites. Methodological errors in the design of the investigations being reevaluated also suggest that the magnitude of the impact of maternal smoking may have been grossly underestimated for Blacks. This evidence is particularly distressing, for recent estimates indicate that the rates of smoking among pregnant Blacks now surpasses those of whites and the number of Black women who smoke more than one pack of cigarettes per day during pregnancy has increased. Further, racism, sexism, and associated increased levels of psychosocial stress appear to be implicated in the etiology of the racial differentials in the impact of maternal cigarette smoking during pregnancy, and smoking for pregnant Blacks may be much more hazardous to the developing infant today than it ever was before. Further investigation of the nature of these racial differentials appeared justified in light of the evidence, but our white colleagues seem to have abandoned this issue in favor of less sensitive smoking and health research. If the racial differentials in the impact of maternal cigarette smoking during pregnancy on fetal development and mortality are to be resolved, then the matter must be undertaken by interested and qualified Blacks. It is imperative that Black psychologists who are committed to improving the welfare of Black people and who are aware of the social and cultural implications of racially oriented research become actively involved in this undertaking. Any effort made by Black psychologists to increase the understanding of, or to prevent cigarette smoking during pregnancy in Blacks, should ultimately improve the health status for the unborn children of both races.

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Steele, Robert E.
Gordon, Samuel A.

The Application of Social-Ecological Principles to the Assessment of Inner-City Black Communities

This paper will present a multiple perspective approach to diagnosing the special and general needs of inner-city Black communities and their residents. Special attention will be paid to the applicability of an institutional perspective using data compiled by municipal, state and national organizations (e.g., U.S. Census Bureau), along with an ethnographic perspective using data collected directly from current inhabitants of a neighborhood. The focus will not be only on assessing current individual and community mental health probelms, but also on assessing the mental health resources existing in the Black Urban community. Based on those assessments, preventive strategies and programs could be developed to cope with individual psychological problems, community disintegration, and the promotion of psychosocial well-being within the Black community.

The above analysis will be undertaken utilizing a social-ecological paradigm, to explore the cultural and social aspects of inner-city Black community functioning. From this theoretical perspective, an attempt will be made to explain the transmission and transformation of the Afro-American's behavioral characteristics and values through slavery, post-slavery, and South-North/rural-urban migration and immagration. Special emphasis will be placed on the roles of established formal networks (i.e., the Church, political and civil rights organizations, block associations, etc.) as well as informal networks (this will include legal and legitimate establishments such as the "Mom and Pop" corner store, barber shops, etc., as well as illegal but legitimate establishments such as "numbers spots"). An understanding of these characteristics and values is no doubt paramount in any attempt to clarify community needs and to provide effective services.

It is the belief of the authors that the unique features of the Blacks in general, and inner-city Blacks in particular, combined with the everchanging make-up of inner-city Black communities, make it impossible to understand these communities without ecologically valid assessment techniques. This must be understood by community, ecological, and enviromental psychologists, as well as by enviromental and social service planners.

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Stewart, Dorothy Gransberry
Turner, Sylvester
Harris, Yusef
Henderson, Pamela
Kinnard, Houston

Stress and the Black Community

The session will center around a video tape that depicts several everyday events that occur in the lives of Black people in the United States and explains how these situations may be sources of stress. Possible avenues for effectively coping with the stress produced by these situations are presented, followed by discussions with both professional and lay persons.

After the video tape is screened, there will be a short presentation detailing how the tape was developed and produced, delineating the reasons for developing the tape, and describing marketing plans for it. This will be followed by general discussion of the project from session participants.

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Sussewell, Deborah Ridley

A Cross-Racial Study of Double Consciousness Effects

The double consciousness model was presented as a useful way to conceptualize Black self-concept. This model represents Black self-concept as being comprised of three primary cognitive structures, the I, the me, and the we self-referents. The focus of the present research has been the investigation of assumptions that pertain to the nature of the we self-referent. These assumptions were: (1) the we self-referent reflects attitudes and behaviors that are repositories of Black Americans' African heritage and that stem from the oppressive status experienced by Black people; (2) the we self-referent is more salient for Black Americans than for white Americans; and (3) the we self-referent attitudes expressed by Blacks for their own racial group, generalize to other oppressed groups.

In the present study, the we self-referent was assessed attitudinally through the use of self-report instruments. These instruments measured the degree to which subjects' perceived themselves as other-oriented and/or collective. Semantic Differential ratings of eight ethnic/racial groups were also collected. These groups were labeled by the researcher as oppressed or non-oppressed as a function of their socio-economic status in this country. The we self-referent was assessed behaviorally by noting the extent to which subjects chose cooperative versus competitive strategies in a task situation.

The results indicate that the 40 Black females and 40 white females attending a predominantly white university behaved similarly and reported similar levels of other-orientedness and collectivism. Further, white females appear to be more sensitive to situational cues in regard to cooperative behavior than do Blacks. In terms of the attitudinal expression of the we self-referent, both Blacks and whites viewed their respective group more positively than they did their racial counterpart. However, Blacks perceived the oppressed ethnic/racial groups, as a whole, as being more collective than non-oppressed ethnic/racial groups; but whites did not. Also, Blacks perceived themselves as being like their reference group in regard to collectivism; but whites did not. In this study the Black subjects and white subjects behaved similarly even though they perceived the situation differently. Consequently, these results were interpreted as lending only partial support to the double consciousness model.

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Turner, LaMont D.

Seminar in Organizational Psychology

As Industrial/Organizational Psychologists, we make classic interventions in organizations such as organizational analysis, organizational surveys, behavioral modification techniques and all the other bags of tricks that we can conjure up. However, as an internal consultant in a typical organization, the reality of classic O.D. interventions is much different.

The external consultant is generally called upon to resolve a specific problem or issue. Here the entry phase of O.D. has been bridged by the organization because they have identified and recognized your expertise in helping them with their problem. But as an internal consultant, your expertise is not always recognized by the organization population. Each introduction to an organizational sub-unit entails a separate entry phase. However, one of the quickest means of gaining entry and credibility in an organization is through a training program. This seminar will deal with some methods of training that acquaint supervisors and managers with basic concepts that generally lead to a spot O.D. intervention. The methods are: (a) Group Dynamics; (b) Situational Leadership; and (c) Job Diagnostic Survey for Job Redesign.

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Ukombozi, Amani (McMillan, Michael)

Integration: Dead Horse for the Race?

The theoretical premises and social science research used to justify integration as a strategy for the improvement of the quality of education of African-American children are examined in this paper. Literature focusing on the results of integration/desegration is also reviewed. It is concluded that many of the theoretical premises used to justify the integration model of achievement of quality education for African-American children are invalid, and that research does not justify a continued emphasis on integration as a viable approach to solving the educational problems of African-Americans. Viable alternatives are suggested for the involvements of African-American social scientist on a theoretical and applied level regarding the focus of quality educational achievement.

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Warfield, John L.
Wright, Doris J.
Bibby, Clarence
Softley, Teddi

An Introspective Examination of Blacks' Participation in Intercollegiate Sports

Historically, Blacks have used their innate and acquired athletic skills to secure entry into and matriculation in institutions of higher education. Participation in intercollegiate athletics was believed to help Black student-athletes obtain access into the educational advantages of a post-secondary education. That premise is open to critical examination. Nonetheless, one may conclude that this opinion may represent Black public (or parental) sentiment and may have been acted upon by several Black families. A careful perusal of the athletic record books would reveal that Black athletes have demonstrated exemplary leadership on the fields, courts, and tracks of most American universities and colleges. Unfortunately, that leadership has often gone unrewarded after the playing days are over. Rarely have those leadership skills been generalized proportionally to the classroom. While Black student-athletes have provided leadership to universities in sports arenas, they do not seem to have received reciprocated academic achievement in the classroom. Thus, while Black student-athletes have enjoyed athletic successes, they have not been granted similar opportunities to experience educational successes and have not obtained post-secondary degrees. An unequal power relationship appears to exist between the Black student-athlete and the university, with the latter having the power. The Black student-athlete has little power in this relationship but is highly devoted to the coaches and athletic personnel.

Today the Black student-athlete faces a new threat, exacerbating the already unequal power relationship. Recent decisions by the NCAA to raise academic admission standards and curricular requirements poses new and potentially negative challenges by his/her continued participation in higher education. The entire Black community is jeopardized whenever its youth is threatened. Decisions such as those by the NCAA leave the Black community vulnerable to having a door to higher education closed, leaving more possibilities of having creative energy lost or diminished. Such an energy drain must be unacceptable to Black individuals.

This presentation seeks to examine the historical relationship to and significance of Black students' participation in intercollegiate athletics in American universities and colleges. It will focus on the relationship of race and intercollegiate sports to academic achievement and psychological development. Results from ongoing studies of Black athletic participation at the University of Texas at Austin will be discussed. Implications of the findings in light of recent decisions will be posited. Special attention will be given to psychological implications of the NCAA decision and its potential and real impact on Black women student-athletes.

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Washington, Anita C.
Wilson, Shirley B.
Reindorf, Carl A.
Gilbert, Serina
Moorman, Deborah

Psychosocial Aspects of Selected Chronic Illnesses in African-Americans

This presentation will highlight the issues involved in (1) assisting families to cope with children who present the failure to thrive syndrome, and (2) assisting patients and families to cope with sickle cell disease. The focus of the panel will be on the level of secondary prevention, i.e., on the early detection and diagnosis of the psychosocial problems associated with these disorders, so that counseling and education for effective coping can be implemented.

Failure to thrive, a disorder of early childhood, refers to the lack of growth in an infant or young child; that is, the child fails to gain weight, height, and/or head circumference while showing no apparent medical diseases. This medical-psychological disorder places the child at high risk during the critical developmental period and may influence his/her level of functioning throughout life. Failure to thrive may be viewed as deriving from two different etiologies, physical and psychosocial, although some health professionals argue for a nondichotomized approach. It has been observed that the many causative factors involved in nonorganic failure to thrive among children seen at Howard University Hospital can be classified into three major categories: (a) psychological/emotional factors, (b) educational factors, and (c) environmental factors.

Sickle cell disease (SCD) is a genetic disorder which primarily affects members of the Black population in this country because of their African heritage. It is estimated that more than 50,000 Black Americans have SCD, and that one in ten, or about 2 million Black Americans carry the trait. Sickle cell disease is characterized by episodes of painful crises which recur at unpredictable intervals throughout the life of affected individuals. For the most part, present medical management consists of symptomatic and supportive, rather than preventive or curative measures. The impact of sickle cell disease is not limited to pain and the medical complications, but includes disruption of school and work-related activities; interference with normal social and emotional development; and promotion of chronic pain behavior. Pain associated behavior may be initiated in childhood, crystallized in adolescence, and become a disabling lifestyle by adulthood.

It is important that parents begin early to develop constructive coping behavior in their children with sickle cell disease. For this, parents must learn how to reinforce well rather than sick behavior, and how to minimize the persistence of pain behaviors. Premature death in children with sickle cell disease, though rare in its occurrence, can be a traumatic experience. The experience is perhaps more traumatic than normal for family members, health care givers, and others who were directly responsible for the child's care. Specific strategies for intervention have been developed and used to assist both family members and care givers to resolve their grief adaptively. Compliance with medical and psychosocial treatment is often an issue with patients with sickle cell

disease. Compliance in these patients has been found to vary with patients' perceptions of the severity of their illness, perceptions of their treatment environment, and perceptions of their social support systems.

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White, Joseph L.
White, Sherry

The African World View as the Experiential-Cultural Foundation for Contemporary Afro-American Psychology: Applications for Mental Health, Child-Rearing and Psycho-Educational Strategies

This presentation will examine the African frame of reference as the experiential-cultural foundation for contemporary Afro-American psychology and its applications for mental health, child-rearing and psycho-educational strategies. The primary African psycho-cultural characteristics, human vitality, openness to feelings, collective survival, the oral tradition, the value of direct experience, death and immortality, and the perception of time were retained in the experiential world of Afro-Americans from the mid-Atlantic passage to the present. These psychological characeristics were incorporated in the life space of Afro-Americans and became part of a protective psychological filter which enabled Afro-Americans to maintain their psychological balance, distinctive identity, and self image. The characteristics also protected them from psychological harm in the context of an existence within a strange-hostile Euro-American world. How psychological renewal, coping with the stresses of daily living and self actualization in today's Afro-Americans can be facilitated by allowing themselves the opportunity to introspectively get in touch with African psychological residuals (such as relatedness to others, joy, sensuousness, and humor) will be explored. Child-rearing and psycho-educational models based on Afro-American psychological characteristics (spontaneity versus control, excitement versus dullness, relatedness versus psychological distance, cooperation versus competition and experientially-based versus non-experientially-based learning) will be considered.

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Willis, Madge G.
Kambon, Mawiyah

Cognitive Functioning and Learning Styles of African-American Children

It is a known fact that African-American children are overrepresented in classes for the so-called learning disabled, slow learners, and mentally retarded. Many people question the meaning of these statistics and the accuracy or relevance of these labels. The presenters feel that a large part of the underlying causes are not that our children are intellectually inferior (quite the contrary) but are that the commonly used teaching methods are not compatible with Black children's innate learning styles and needs. We propose a theoretical perspective that states that Black children learn differently than white children—that is, African-American children process information and function cognitively in a different way than European Americans. This model is in its infancy with us. We want to share what we have developed and to interest and inspire others to work towards expanding on it.

In the conference session, we will first present evidence that a mismatch between the teaching and learning styles exists. This will include observations we have made as professionals working in the schools as well as a summary of relevant cross-cultural research.

The second part includes a description of the characteristics of the cognitive functioning model that we propose. One of the major sources and the basis of this model is traditional African culture and perspective, specifically, a wholistic approach to life and problem-solving combined with a practical, pragmatic and utilitarian purpose to learning. Additional sources for defining this perspective have again been our professional and personal experiences teaching, studying and evaluating children as well as research findings in neuropsychology.

The ultimate goal of looking at cognitive processes should be to develop appropriate curricula and teaching methods. Because many psychologists are in positions to effect changes in programs and curricula, and to provide consultation to teachers, specific examples and demonstrations of applications in those settings will be presented.

As with the general field of African Psychology, much more needs to be done in terms of observation, research and model development. We will end the session by discussing some research directions, needs and concerns for improving the education of African-American children by looking at their unique cognitive make-up.

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Wilson, Melvin N.

The Perceptions of Fathers', Mothers', and Grandmothers' Role in Three Generational Black Families

This study analyzed grandparent, parent and child perceptions of grandmaternal and parent behaviors. The primary objective was to delineate the perceived role of the grandmother in the Black family and in the rearing of children. The question raised concerned the effect of family structure (single-headed or dual-headed families) and grandmother's domicile (grandmother living in the nuclear family household or in the local community) on the perception of grandmother-grandchild interactions and on the perception of other parent-child interactions.

The major difficulty with pathological/disorganizational-based social studies (prevalent during prior decades) of Black families was not the harsh, negative facts which described a significant portion of Black families, but rather the failure to describe and analyze how the Black family survives in extremely adverse situations. Conversely, the strength/resilence approach represents an additional source of information which takes into account those characteristics which enable the Black family to surmount adverse situations. Consistently, strength/resilence based social studies have shown that the extended family acts to preserve Black family life. The influence of the extended family within the Black community is extremely important because of the large number of female-headed households which require childrearing assistance and economic support. Particularly for the single-parent family, grandmothers often serve as surrogate parents in the rearing of young children.

Sixty Black families from a southern university community with a population of about 50,000 were recruited using an informal referral network of local Black leaders and other Black community residents. The families were recruited to enable equal cell comparisons (N=15) of a 2 x 2 factorial design consisting of family structure (single-parent or dual-parent families) by grandmaternal domicile (living with the family or living in the local community).

Sixty Black families who met the requirements of the design (15 families per cell) were interviewed using the Bronfenbrenner Parental Behavior Scale (BPS), a structured self-report interview which requires respondents to answer numerous inquiries regarding supporting, demanding, controlling and punishment aspects of parent-child interactions. The subjects were maternal grandmothers, parents, and children between the ages of 8-14 years old. Each adult family member decribed his/her interaction with the target child (i.e., "self-perception") as well as their perception of the other relevant adult family members' interaction with the target child (i.e., "other-perception"). The target child described his/her interaction with each relevant adult family member. The interviews were between an hour and a half to one hour in the length of time.

The results indicated that differential perceptions of parent-child and grandmother-grandchild interactions were a function of nuclear family structure and domicile of the grandmother. That is, the results indicate that the perception of grandmothers' parental behaviors is greater when she lives in the home as opposed to living in the community, and when the family structure involves single-parent families rather than dual-parent

families. The grandmothers who lived in the household of a single-parent family structure were perceived as using greater positive-supportive, controlling-demanding and punishment aspects of parent-child interactions than the grandmothers in other conditions. In all cases, the perception of grandmother-grandchild interactions was moderated by the presence or absence of the father. Conversely, the perceptions of father's parental behavior was a function of grandmother's residence. Fathers were perceived as more involved with their children when grandmothers live in the local community rather than with the family. There were no differences in the perception of mother's parental behaviors. This study will be interpreted from the framework of ecological support systems available for family members. Particularly, an emphasis will be on the positive implications for the extended family support network and mutual-aid exchange.

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Wilson, Reginald

NCAA Rule 48 and the Black Athlete

This workshop will present both sides of the issues on Rule 48, with time for intensive discussion and the possibility of recommending a policy position statement on Rule 48 for the Association of Black Psychologists to adopt.

In January 1983, the NCAA adopted a rule that freshmen athletes at Division I schools must: (1) score 700 on the S.A.T. or 15 on A.C.T; and (2) have 11 credits of C grade in a high school core curriculum of English, science, and math; otherwise, they cannot play sports as freshmen.

Most of the presidents of the Historically Black Colleges oppose Rule 48. Most Civil Rights leaders also oppose it. However, several Black educators including Dr. Norman Francis, chairman of the United Negro College fund, and Dr. Harry Edwards, expert on Sports Sociology, University of California, support Rule 48. There is no unified position on Rule 48, even among Black psychologists.

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Wright, Doris J.

Africentric Stress Management: Self-management through Introspection

African-Americans experience events daily which challenge their physiological, psychological, and spiritual limits. The constant interface of a person with the environment may characterize the condition known as stress. Any daily life event may create positive or negative responses in an individual and may become stressors. Positive stressors (life events) serve to stimulate and motivate an individual to act and change. However, this constant person-environment interaction may become maladaptive and potentially harmful if that interaction produces anxiety and tension. An individual grows in conditions where an optimum amount of positive stress (eustress) exists and where negative or harmful stress (distress) is minimized.

The real and imagined costs of maintaining an optimum fit within a hostile, racist, and non-supportive social world can result in serious life-threatening outcomes. Long-range consequences of stress include: hypertension, gastrointestinal and coronary problems, psychological disorders, confused or disoriented thinking, and burnout. These costs also impact negatively on Black communities. The most serious costs may be the loss of community spirit, physical deterioration of community, breakup of familial relationships, and loss of collective self-identity. Given these negative outcomes, it is surprising that so few educators have examined the negative stressors within Black communities. African-Americans cannot ignore these stressors if they are to achieve personal and communal freedoms.

This paper provides a conceptual model of stress management based upon Africentric psychological theories. Taking notions of Black personality as a base, the model encourages reflective, introspective self-examination of internal coping and collective survival skills. Through careful, conscientious self-examination of oneself, an African-American may learn to better control negative stress. The model draws from several African psychology theorists (including Baldwin, Akbar, and Nobles) and synthesizes these views into a working model for use in practice or research. Implications for developing stress management programs will be discussed. Potential benefits to Black communities will be posited.

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Young, Angela R.
Freeman, George, Jr.

The Role of Black Psychologists as Transmitters of the Tenets of Black Psychology

The Black psychologist has traditionally served as one of the transmitters of knowledge regarding Afro-centric psychology, promoting and defending the premises upon which Black psychology is founded. The purpose of this paper is to present a working model for psychologists to use in effectively transmitting the tenets of Black psychology to other professionals, students and the community.

The avenues open to secure these goals are: (1) publications in major journals, (2) presentations at conventions, (3) lecturing, (4) forming mentor relationships with Black students, and (5) participating in various outreach and research programs in the Black community. The model proposes two fronts as agents of change: academia and the applied clinical setting.

As an academician, the Black psychologist can effectively promote theories pertaining to Afro-centric psychology by exchange with professional colleagues, through mentor relationships with students, and by teaching psychology from an Afro-centric framework. In the applied clinical setting, the Black psychologist using an Afro-centric paridigm rather than a Euro-American paridigm may be more effective with Afro-American clients.

It is the responsibility of Black psychologists to use the available resources in education, research, and in the clinical setting to further disseminate an Afro-American psychology.

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- END -